LESSON 1
SHORT VOWELS

Lesson 1 Letter Cards

**Independent Practice: Activity 1**
Letter-Sound Practice Worksheet

**Independent Practice: Activity 2**
Picture Worksheet
LETTER CARDS
VOWELS

a  a  a  a

e  e  e  e

i  i  i  i

o  o  o  o

u  u  u  u

y  y  y  y
## LETTER-SOUND PRACTICE

<table>
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<tr>
<th>e</th>
<th>u</th>
<th>c</th>
<th>o</th>
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<td>e</td>
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<td>Picture</td>
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<td><img src="cup.png" alt="Cup" /></td>
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<td><img src="fish.png" alt="Fish" /></td>
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<td><img src="pen.png" alt="Pen" /></td>
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<td><img src="egg.png" alt="Egg" /></td>
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<tr>
<td><img src="bell.png" alt="Bell" /></td>
<td>b___ll</td>
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</tbody>
</table>
LESSON 2
CONSONANT-VOWEL-CONSONANT SYLLABLES

Lesson 2 Word Cards

Guided Practice: Activity 2
Independent Practice: Activity 1

Spinner Instructions for Spin-and-Read

Guided Practice: Activity 3
Independent Practice: Activity 1

Bingo Template (3 x 3)
Bingo Template (5 x 5)
but
dig
fed

bam
cod
dot
nut
pin
ran

nod
pep
pod
rim
sod
tug

rid
rug
Tom
wag
yam
zip
vet
wig
yet
SPINNER INSTRUCTIONS
SPIN-AND-READ

MATERIALS

- Paper plate
- Brass brad
- Material for spinner pointer (e.g., coffee can lid, plastic drinking straw)
- Two spacers (e.g., washers, grommets, or eyelets from a hardware store)
- Scissors

PREPARATION

- Divide and label the paper plate with numbers.
- Cut an arrow out of the material for the pointer.
- With scissors, make a small hole in the center of the paper plate.
- Punch a small hole in the arrow.

ASSEMBLY

- Place a washer over the hole in the paper plate.
- Place the pointer over the washer.
- Place another washer over the pointer.
- Line up the holes in the paper plate, washers and pointers.
- Secure everything with the brass brad, pushing the brad through the spinner from top to bottom.
- Open the brad tabs on the underside of the paper plate to hold assembly in place.
- Check whether the pointer spins freely and adjust as necessary.
LESSON 3
CONSONANT DIGRAPHS

Lesson 3 Letter Cards

Lesson 3 Word Cards

Guided Practice: Activity 3
Sentence Reading Worksheet

Independent Practice: Activity 4
Cloze Sentences Worksheet
Cloze Sentences Worksheet Answer Key
LETTER CARDS
CONSONANT DIGRAPHS

ch  ch  ch  ch  ch
ck  ck  ck  ck  ck
ph  ph  ph  ph  ph
sh  sh  sh  sh  sh
th  th  th  th  th
wh  wh  wh  wh  wh
mash
much
pack
lash
math
neck
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<tr>
<th>rash</th>
<th>rush</th>
<th>shell</th>
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</thead>
<tbody>
<tr>
<td>quick</td>
<td>rich</td>
<td>shack</td>
</tr>
</tbody>
</table>
which
whiz
whim
whack
wick
SENTENCE READING
CONSONANT DIGRAPHS

1. Rick got cash from Beth for the bus.
2. The rock is on the path.
3. Rob cut his lip with the dish.
4. Jack had a chip with his dip.
5. The shed is in the back of the lot.
6. When will Pat chat with Mom?
7. This fog is thick!
8. It is bad to rush in math.
9. I wish to pack my red bag.
10. Which log will Ann chop?
11. Do not hit the dog with the whip!
12. Get a tux in that shop.
13. Meg has a red rash on her chin.
14. The sock is in the mesh bag.
15. The ship is not at the dock yet.
CLOZE SENTENCES

Select the correct word from the word bank to complete each sentence. Write the word on the line. Read the completed sentence.

WORD BANK

fish  chop  thud  whiz  thin
lock  hush  wish  pick  when
dash  rich  bath  chin  which

1. Tim has no cash, so he is not ____________.
2. ____________! Sis is in bed for a nap.
3. Mom will ____________ the shed and then dash to the shop.
4. ____________ did Chuck hop on the bus?
5. Beth got 10 ____________ in the net!
6. The ____________ was too hot for the tot.
7. I ____________ to be a whiz in math.
8. Rich did not ____________ the log for the shed.
9. ____________ job did Bev get?
10. Max got a bit of chip dip on his ____________.
CLOZE SENTENCES ANSWER KEY

Select the correct word from the word bank to complete each sentence. Write the word on the line. Read the completed sentence.

WORD BANK
fish   chop   thud   whiz   thin
lock   hush   wish   pick   when
dash   rich   bath   chin   which

1. Tim has no cash, so he is not ______ rich ______.
2. ______ Hush ______! Sis is in bed for a nap.
3. Mom will ______ lock ______ the shed and then dash to the shop.
4. ______ When ______ did Chuck hop on the bus?
5. Beth got 10 ______ fish ______ in the net!
6. The ______ bath ______ was too hot for the tot.
7. I ______ wish ______ to be a whiz in math.
8. Rich did not ______ chop ______ the log for the shed.
9. ______ Which ______ job did Bev get?
10. Max got a bit of chip dip on his ______ chin ______.
LESSON 4
CONSONANT BLENDS

Lesson 4 Word Cards

**Guided Practice: Activity 1**
Word Sort Category Cards

**Guided Practice: Activity 3**

**Independent Practice: Activity 1**
Word Grid Worksheet

**Independent Practice: Activity 3**
Word Sort Graphic Organizer
drum
fend
frost
drift
dusk
flag
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<th>rift</th>
<th>melt</th>
<th>gulf</th>
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</thead>
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<td>graph</td>
<td>dump</td>
<td>press</td>
</tr>
<tr>
<td>scalp</td>
<td>skill</td>
<td>smell</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>risk</td>
<td>scrimp</td>
<td>slept</td>
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</tbody>
</table>
spend

stamp

struck

snag

stab

strict
tent

tilt

trust

swift

theft

track
## Word Grid

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<th></th>
<th></th>
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<td>24</td>
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LESSON 5

R-CONTROLLED SYLLABLES

Lesson 5 Letter Cards

Lesson 5 Word Cards

Guided Practice: Activity 1
Word Sort Category Cards

Guided Practice: Activity 4
Spelling Support Card

Independent Practice: Activity 1
Word Dominoes

Independent Practice: Activity 2
Word Webs Worksheet
LETTER CARDS
R-CONTROLLED VOWELS

ar  ar  ar  ar  ar

er  er  er  er  er

ir  ir  ir  ir  ir

or  or  or  or  or

ur  ur  ur  ur  ur
fork

horn

march

first

hard

lord
surf

spur

stir

storm

spark

start
WORD SORT
R-CONTROLLED SYLLABLE CATEGORY CARDS

ar
or

er
## SPELLING SUPPORT

<table>
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<tr>
<th>ar</th>
<th>or</th>
<th>er</th>
<th>ir</th>
<th>ur</th>
</tr>
</thead>
</table>

*Vocabulary and Comprehension: Effective Upper-Elementary Interventions for Students With Reading Difficulties © 2010 The Meadows Foundation/University of Texas System*
WORD DOMINOES

charm - sworn - chart - chart - bark - for
chirp - smart - car - jar - third - hurt
pork - jar - scarf - turn - stir - porch
fork - nor - cord - sort - burst - art
LESSON 6
VOWEL-CONSONANT-E SYLLABLES

Lesson 6 Word Cards

Guided Practice: Activity 1
Word Sort Category Cards

Guided Practice: Activity 2
Roll and Read Game Board

Guided Practice: Activity 3
Round Robin Spelling Worksheet

Independent Practice: Activity 1
Picture I.D. Worksheet

Independent Practice: Activity 2
VCe I.D. Worksheet

Independent Practice: Activity 3
Pentagon Spelling Worksheet
blaze  care  chose
blade  brave  chase
glare
frame
fire
cube
drive
close
frame
<table>
<thead>
<tr>
<th>grave</th>
<th>hire</th>
<th>mine</th>
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</thead>
<tbody>
<tr>
<td>globe</td>
<td>hide</td>
<td>lobe</td>
</tr>
</tbody>
</table>
plane
quake
scale
pike
prime
rule
<table>
<thead>
<tr>
<th>slave</th>
<th>spare</th>
<th>theme</th>
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</thead>
<tbody>
<tr>
<td>share</td>
<td>spade</td>
<td>stole</td>
</tr>
</tbody>
</table>
those
tribe
zone
these
trade
while
WORD SORT
SYLLABLE TYPE CATEGORY CARDS

VCe syllable
r-controlled syllable

closed syllable
ROLL AND READ GAME
ROUND ROBIN SPELLING

VCe syllable

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________
7. ______________
8. ______________
9. ______________
10. ______________

closed syllable

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________
7. ______________
8. ______________
9. ______________
10. ______________
<table>
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<tr>
<th></th>
<th>mop</th>
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<th>mope</th>
<th>mast</th>
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<td></td>
<td>plane</td>
<td>plan</td>
<td>cape</td>
<td>cap</td>
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<td></td>
<td>shame</td>
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<td>cup</td>
<td>cub</td>
<td>chum</td>
<td>cube</td>
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<td>dive</td>
<td>dime</td>
<td>dim</td>
<td>mid</td>
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<td>glam</td>
<td>globe</td>
<td>glom</td>
<td>gal</td>
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<td>twin</td>
<td>wine</td>
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<td>win</td>
<td>bane</td>
<td>ban</td>
<td>van</td>
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<td>stripe</td>
<td>ripe</td>
<td>strip</td>
<td>print</td>
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<td></td>
<td>grad</td>
<td>drag</td>
<td>grade</td>
<td>ride</td>
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Circle the VCe words and put a macron over the long vowel. Then read the words.

<table>
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<th>bird</th>
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<tbody>
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<td>home</td>
<td>stroke</td>
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<tr>
<td>smile</td>
<td>tote</td>
<td>cute</td>
</tr>
<tr>
<td>sock</td>
<td>stag</td>
<td>prime</td>
</tr>
<tr>
<td>stake</td>
<td>lobe</td>
<td>tin</td>
</tr>
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<td>stale</td>
<td>lard</td>
<td>prize</td>
</tr>
<tr>
<td>crane</td>
<td>mime</td>
<td>fan</td>
</tr>
<tr>
<td>jab</td>
<td>spot</td>
<td>dad</td>
</tr>
<tr>
<td>stag</td>
<td>mop</td>
<td>ape</td>
</tr>
<tr>
<td>chose</td>
<td>mope</td>
<td>up</td>
</tr>
</tbody>
</table>
**V Ce I.D.**

Circle the **V Ce** words and put a macron over the long vowel. Then read the words.

Pete    dab    stack
strip  park    Kate
pale  champ    crime
pope  stare    cute
spring  quite    pinch
strife  star    Steve
time  quick    smile
Tim  shrimp    plate
prim  wed    struck
probe  bribe    strike

version B
## VCe I.D.

Circle the VCe words and put a macron over the long vowel. Then read the words.

<table>
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<tr>
<th>lard</th>
<th>prize</th>
<th>stale</th>
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</thead>
<tbody>
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<td>fan</td>
<td>crane</td>
</tr>
<tr>
<td>spot</td>
<td>dad</td>
<td>jab</td>
</tr>
<tr>
<td>mop</td>
<td>ape</td>
<td>stag</td>
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<td>mope</td>
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<td>chose</td>
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<td>ban</td>
<td>stamp</td>
<td>bird</td>
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<tr>
<td>stroke</td>
<td>bat</td>
<td>home</td>
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<tr>
<td>cute</td>
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<td>tote</td>
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<tr>
<td>prime</td>
<td>sock</td>
<td>stag</td>
</tr>
<tr>
<td>tin</td>
<td>stake</td>
<td>lobe</td>
</tr>
</tbody>
</table>

version C
**VCe I.D.**

Circle the VCe words and put a macron over the long vowel. Then read the words.

<table>
<thead>
<tr>
<th>star</th>
<th>Steve</th>
<th>strife</th>
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<tbody>
<tr>
<td>quick</td>
<td>smile</td>
<td>time</td>
</tr>
<tr>
<td>shrimp</td>
<td>plate</td>
<td>Tim</td>
</tr>
<tr>
<td>wed</td>
<td>struck</td>
<td>prim</td>
</tr>
<tr>
<td>bribe</td>
<td>strike</td>
<td>probe</td>
</tr>
<tr>
<td>stack</td>
<td>Pete</td>
<td>dab</td>
</tr>
<tr>
<td>Kate</td>
<td>strip</td>
<td>park</td>
</tr>
<tr>
<td>crime</td>
<td>pale</td>
<td>champ</td>
</tr>
<tr>
<td>cute</td>
<td>pope</td>
<td>stare</td>
</tr>
<tr>
<td>pinch</td>
<td>spring</td>
<td>quite</td>
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</table>
PENTAGON SPELLING
LESSON 7  
LETTER COMBINATIONS

Lesson 7 Letter Cards

Lesson 7 Word Cards

**Guided Practice: Activity 1**
Spinner Instructions for Spinner Words
Spinner Words Worksheet

**Guided Practice: Activity 3**
Supported Spelling Cards

**Independent Practice: Activity 1**
Sentence Reading Worksheet
<table>
<thead>
<tr>
<th>broom</th>
<th>clean</th>
<th>coal</th>
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</thead>
<tbody>
<tr>
<td>bay</td>
<td>claim</td>
<td>clue</td>
</tr>
</tbody>
</table>
found
fruit
heal
fault
free
haul
jaw    least

might    moist

noon    own
proud
sight
straw
proof
reach
sprout
tie

trail

vault

thrown
town

wheel
SPINNER INSTRUCTIONS
SPINNER WORDS

MATERIALS

• Paper plate
• Brass brad
• Material for spinner pointer (e.g., coffee can lid, plastic drinking straw, etc.)
• 2 spacers (e.g., washers, grommets or eyelets from the hardware store)
• Scissors

PREPARATION

• Divide and label the paper plate with letter combinations.
• Cut an arrow out of the material for the pointer.
• With scissors, make a small hole in the center of the paper plate.
• Punch a small hole in the arrow.

ASSEMBLY

• Place a washer over the hole in the paper plate.
• Place the pointer over the washer.
• Place another washer over the pointer.
• Line up the holes in the paper plate, washers and pointers.
• Secure everything with the brass brad, pushing the brad through the spinner from top to bottom.
• Open the brad tabs on the underside of the paper plate to hold assembly in place.
• Check to see that the pointer spins freely and adjust as necessary.
## Spinner Words Worksheet

<table>
<thead>
<tr>
<th>true</th>
<th>stream</th>
<th>throat</th>
</tr>
</thead>
<tbody>
<tr>
<td>plow</td>
<td>own</td>
<td>toad</td>
</tr>
<tr>
<td>foot</td>
<td>greet</td>
<td>sprawl</td>
</tr>
<tr>
<td>lead</td>
<td>wheel</td>
<td>draw</td>
</tr>
<tr>
<td>claim</td>
<td>pound</td>
<td>haunt</td>
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<tr>
<td>high</td>
<td>point</td>
<td>coin</td>
</tr>
<tr>
<td>treat</td>
<td>joint</td>
<td>suit</td>
</tr>
<tr>
<td>threw</td>
<td>seep</td>
<td>greed</td>
</tr>
<tr>
<td>dawn</td>
<td>grow</td>
<td>free</td>
</tr>
<tr>
<td>south</td>
<td>coast</td>
<td>troop</td>
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<tr>
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<td>faith</td>
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<td>weak</td>
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<td>brain</td>
<td>launch</td>
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<tr>
<td>queen</td>
<td>spread</td>
<td>boast</td>
</tr>
<tr>
<td>town</td>
<td>mound</td>
<td>low</td>
</tr>
<tr>
<td>plead</td>
<td>grain</td>
<td>reach</td>
</tr>
<tr>
<td>flight</td>
<td>train</td>
<td>goal</td>
</tr>
<tr>
<td>tool</td>
<td>claw</td>
<td>fruit</td>
</tr>
<tr>
<td>flown</td>
<td>steam</td>
<td>sight</td>
</tr>
<tr>
<td>tie</td>
<td>might</td>
<td>fault</td>
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</table>
### Supported Spelling

#### /æ/ Spelling Patterns

<p>| | |</p>
<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>a__e</td>
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<tr>
<td>ai</td>
<td></td>
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<td>ay</td>
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</table>

---

**Vocabulary and Comprehension: Effective Upper-Elementary Interventions for Students With Reading Difficulties**

© 2010 The Meadows Foundation/University of Texas System
## SUPPORTED SPELLING

### /e/ SPELLING PATTERNS

<table>
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### Supported Spelling

#### /i/ Spelling Patterns

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## SUPPORTED SPELLING

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<tr>
<td>oe</td>
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Vocabulary and Comprehension: Effective Upper-Elementary Interventions for Students With Reading Difficulties
© 2010 The Meadows Foundation/University of Texas System

## SUPPORTED SPELLING

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<tr>
<td>oa</td>
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<tr>
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Word Recognition and Fluency: Effective Upper-Elementary Interventions for Students With Reading Difficulties
© 2010 The Meadows Center for Preventing Educational Risk, the University of Texas at Austin
### SUPPORTED SPELLING

**/ū/ SPELLING PATTERNS**

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<td>ew</td>
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### SUPPORTED SPELLING

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<td>oy</td>
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<tr>
<td>oi</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/ou/ SPELLING PATTERNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ou</td>
</tr>
<tr>
<td>ow</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/â/ SPELLING PATTERNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>aw</td>
</tr>
<tr>
<td>au</td>
</tr>
</tbody>
</table>
1. The paint on the wall is still wet.
2. It is hard to grow plants in this soil.
3. Will Gail go south for her road trip?
4. Mr. Drake gave a speech to the high school class.
5. This is the last night of the show.
6. Turn the sound on the TV down!
7. Gran will see that Jake has grown and can reach the lock.
8. Jenn had to tie the back of her gown.
9. Greg will haul his new toy all over town.
10. How did he get on top of the roof?
11. Ann chose blue paint for her room.
12. Joe went to sleep soon after his big yawn.
13. That coin was found in Spain.
14. It will be hard to beat the best team.
15. Mrs. Kern went to claim her tray in lost and found.
Lesson 8 Word Cards

**Independent Practice: Activity 1**
I.D. Me Worksheet
flu  fry  he

dry  fly  go
<table>
<thead>
<tr>
<th>ho</th>
<th>lo</th>
<th>my</th>
</tr>
</thead>
<tbody>
<tr>
<td>hi</td>
<td>i</td>
<td>me</td>
</tr>
</tbody>
</table>
she  si  sky
ro  shy  sky
ta

try

why

so

tri

we
Circle the open syllables and put a macron over the long vowel. Then read the syllables.

<table>
<thead>
<tr>
<th>de</th>
<th>cow</th>
<th>toe</th>
</tr>
</thead>
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<td>fish</td>
<td>sight</td>
</tr>
<tr>
<td>he</td>
<td>the</td>
<td>treat</td>
</tr>
<tr>
<td>help</td>
<td>win</td>
<td>ye</td>
</tr>
<tr>
<td>shine</td>
<td>ho</td>
<td>time</td>
</tr>
<tr>
<td>sleep</td>
<td>home</td>
<td>lo</td>
</tr>
<tr>
<td>if</td>
<td>hop</td>
<td>cre</td>
</tr>
<tr>
<td>I</td>
<td>flu</td>
<td>in</td>
</tr>
<tr>
<td>be</td>
<td>make</td>
<td>true</td>
</tr>
<tr>
<td>chi</td>
<td>shelf</td>
<td>hi</td>
</tr>
<tr>
<td>go</td>
<td>ground</td>
<td>tide</td>
</tr>
<tr>
<td>bright</td>
<td>oak</td>
<td>tree</td>
</tr>
<tr>
<td>play</td>
<td>on</td>
<td>tie</td>
</tr>
<tr>
<td>pro</td>
<td>we</td>
<td>spark</td>
</tr>
<tr>
<td>so</td>
<td>mom</td>
<td>wheel</td>
</tr>
<tr>
<td>pre</td>
<td>reach</td>
<td>se</td>
</tr>
<tr>
<td>re</td>
<td>own</td>
<td>bi</td>
</tr>
</tbody>
</table>
LESSON 9

CONTRACTIONS

Lesson 9 Word Cards

**Guided Practice: Activity 1**
Contraction Flashcard List

**Guided Practice: Activity 3**
Contraction Sight Word Cards

**Guided Practice: Activity 4**
Contraction Bingo (3x3)
Contraction Bingo (5x5)

**Independent Practice: Activity 3**
Sentence Fix-Ups Worksheet
Sentence Fix-Ups Answer Key
I'll

how's

he'll

here's

I'll

haven't

he's

how's
<table>
<thead>
<tr>
<th>isn't</th>
<th>it's</th>
<th>that'll</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm</td>
<td>it'll</td>
<td>she'll</td>
</tr>
<tr>
<td>they’ll</td>
<td>they’d</td>
<td>they’re</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>that’s</td>
<td>there’s</td>
<td>they’ll</td>
</tr>
<tr>
<td>there’s</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
you’ll

who’ll

you’d

you’re

what’s

who’s

you’ll

you’re
CONTRACTION FLASHCARD LIST

Prepare 3 x 5 index cards with a contraction on one side and the contracted words on the other.

<table>
<thead>
<tr>
<th>SIDE 1</th>
<th>SIDE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m</td>
<td>I am</td>
</tr>
<tr>
<td>you’re</td>
<td>you are</td>
</tr>
<tr>
<td>we’re</td>
<td>we are</td>
</tr>
<tr>
<td>he’s</td>
<td>he is</td>
</tr>
<tr>
<td>she’s</td>
<td>she is</td>
</tr>
<tr>
<td>it’s</td>
<td>it is</td>
</tr>
<tr>
<td>what’s</td>
<td>what is</td>
</tr>
<tr>
<td>that’s</td>
<td>that is</td>
</tr>
<tr>
<td>who’s</td>
<td>who is</td>
</tr>
<tr>
<td>here’s</td>
<td>here is</td>
</tr>
<tr>
<td>I’d</td>
<td>I had</td>
</tr>
<tr>
<td>I’d</td>
<td>I would</td>
</tr>
<tr>
<td>you’d</td>
<td>you had</td>
</tr>
<tr>
<td>you’d</td>
<td>you would</td>
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<tr>
<td>he’d</td>
<td>he would</td>
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<td>he’d</td>
<td>he had</td>
</tr>
<tr>
<td>she’d</td>
<td>she would</td>
</tr>
<tr>
<td>she’d</td>
<td>she had</td>
</tr>
<tr>
<td>won’t</td>
<td>will not</td>
</tr>
<tr>
<td>I’ve</td>
<td>I have</td>
</tr>
<tr>
<td>you’ve</td>
<td>you have</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SIDE 1</th>
<th>SIDE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>we’ve</td>
<td>we have</td>
</tr>
<tr>
<td>they’ve</td>
<td>they have</td>
</tr>
<tr>
<td>I’ll</td>
<td>I will</td>
</tr>
<tr>
<td>you’ll</td>
<td>you will</td>
</tr>
<tr>
<td>she’ll</td>
<td>she will</td>
</tr>
<tr>
<td>they’ll</td>
<td>they will</td>
</tr>
<tr>
<td>he’ll</td>
<td>he will</td>
</tr>
<tr>
<td>it’ll</td>
<td>it will</td>
</tr>
<tr>
<td>can’t</td>
<td>can not</td>
</tr>
<tr>
<td>don’t</td>
<td>do not</td>
</tr>
<tr>
<td>isn’t</td>
<td>is not</td>
</tr>
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<td>could not</td>
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<tr>
<td>wouldn’t</td>
<td>would not</td>
</tr>
<tr>
<td>aren’t</td>
<td>are not</td>
</tr>
<tr>
<td>doesn’t</td>
<td>does not</td>
</tr>
<tr>
<td>wasn’t</td>
<td>was not</td>
</tr>
<tr>
<td>weren’t</td>
<td>were not</td>
</tr>
<tr>
<td>didn’t</td>
<td>did not</td>
</tr>
<tr>
<td>let’s</td>
<td>let us</td>
</tr>
</tbody>
</table>
CONTRACTION SIGHT WORD CARDS

To make the cards on the following pages, cut on the dashed lines. Trim the six apostrophe cards on the last page to use in your demonstrations.
not

she

should

I

am

are
we
do
they
can
that
could
we
do
were

what

where

does

had

has
have

he

here

who

will

would
SENTENCE FIX-UPS

In each sentence, circle the words that could form a contraction.

1. Trent did not like the paint his dad chose for his room.
2. We are a strong team, but I do not think we will win the game.
3. After class, we are going to the mall to get Matt a new shirt.
4. He will be at camp for at least 6 weeks.
5. She would like to read the book about life forms on Mars.
6. Mark will not play catch if it is too hot in the yard.
7. Gran could not reach the jar on the top shelf.
8. Fred does not have the cash for a new game.
9. That is the last time you can watch the fifth-grade play.
10. Ralph can not see the launch of the new ship.
11. We have seen the owl hunt for its food in the dark.
12. I would like to go to the East Coast this fall to see the trees.
13. What is the best way to learn math facts?
14. Coach Welsh said he would pick me for a spot on the team.
15. I am glad to see that the dog found a safe way to get back home.
SENTENCE FIX-UPS ANSWER KEY

In each sentence, circle the words that could form a contraction.

1. Trent did not like the paint his dad chose for his room.
2. We are a strong team, but I do not think we will win the game.
3. After class, we are going to the mall to get Matt a new shirt.
4. He will be at camp for at least 6 weeks.
5. She would like to read the book about life forms on Mars.
6. Mark will not play catch if it is too hot in the yard.
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10. Ralph can not see the launch of the new ship.
11. We have seen the owl hunt for its food in the dark.
12. I would like to go to the East Coast this fall to see the trees.
13. What is the best way to learn math facts?
14. Coach Welsh said he would pick me for a spot on the team.
15. I am glad to see that the dog found a safe way to get back home.
Lesson 10 Word Cards

**Independent Practice: Activity 1**
Sentence Reading Worksheet

**Independent Practice: Activity 2**
Compound Word Math Worksheet
<table>
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<th>driftwood</th>
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<th>grownup</th>
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<td>flagpole</td>
<td>footnote</td>
</tr>
<tr>
<td>northeast</td>
<td>outlaw</td>
<td>rawhide</td>
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<td>-----------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>newscast</td>
<td>northwest</td>
<td>railroad</td>
</tr>
<tr>
<td>seaside</td>
<td>southeast</td>
<td>seaport</td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
<td>---------</td>
</tr>
</tbody>
</table>

steamboat
without windmill
update waterproof

upset textbook

windmill
1. A plain is a landform that can be found in Texas.
2. The tribe ate shellfish, roots, and nuts.
3. The tent kept the men dry in the rainstorm.
4. The flame from the campfire could be seen for miles.
5. The group will take the railroad from east to west.
6. Rick slept late on the day of his airplane ride.
7. The South has a long coastline.
8. Ms. Brown gave us the rules and then let us brainstorm.
9. I like the soft, brown chair at the bookstore.
10. Redwood trees grow on the West Coast.
11. The brim of his cowboy hat will block the harsh rays of the sun.
12. Rose wakes up at 7:00 each weekday.
13. Liz gave me a firm handshake when I met her for the first time.
14. A starfish has five arms!
15. Greg will put each key word in his notebook.
## Compound Word Math

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<td>+</td>
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<td>14</td>
<td>+</td>
<td>=</td>
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<tr>
<td>15</td>
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LESSON 11
AFFIXES WITH UNCHANGING BASE WORDS

Lesson 11 Letter Cards

Lesson 11 Word Cards
<table>
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<th>re</th>
<th>dis</th>
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<td>in</td>
<td>mis</td>
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<td>pre</td>
<td>sub</td>
<td>non</td>
</tr>
<tr>
<td>inter</td>
<td>de</td>
<td>over</td>
</tr>
<tr>
<td>s</td>
<td>ed</td>
<td>es</td>
</tr>
<tr>
<td>ing</td>
<td>ly</td>
<td>er</td>
</tr>
</tbody>
</table>
LETTER CARDS
AFFIXES

y    able ness

less ment ful

est
dethrone
careful
costly
dethrone
bravely
costly
deadly
chains
helpless
fewer
endlessly
distrust
farmer
fewer
dismantle
endlessly
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<td>illness</td>
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quickly

proudly

prevent

passes

nonstop

nightly

quickly

proudly

passes

nonstop

nightly
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</table>
willingly
unsafe
unlock
safely
statement
treatment
unsafe
LESSON 12
ED SUFFIX WITH UNCHANGING BASE WORDS

Lesson 12 Word Cards

Guided Practice: Activity 2
Sentence Reading Worksheet

Guided Practice: Activity 3
Independent Practice: Activity 1
Word Grid Template
aimed  belonged  bumped
acted  asked  bounded
ended
departed
crushed
claimed
cleaned
cheered
fished

handed

joined

filled

handcuffed

jerked
rained
lifted
mixed
outlasted
jumped
mistrusted
<table>
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<th>treated</th>
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</thead>
<tbody>
<tr>
<td>reached</td>
<td>returned</td>
<td>trained</td>
</tr>
</tbody>
</table>
waited

unloaded

trusted

unclaimed

turned

twisted

waited

unloaded
SENTENCE READING
ed SUFFIX WITH UNCHANGING BASE WORDS

1. When the cat hunted, the dark of night helped him.
2. Brad should have defrosted the hot dogs last night.
3. The fleet of ships sailed from Spain in 1588.
4. The troops were trained to act quickly.
5. Some men in the army camped out in the snow.
6. The cool drink refreshed the runners.
7. Clouds are formed when air cools to its dew point.
8. Half of the Moon is lighted by sunlight.
10. When his lunch fell in the creek, Gabe fished it out.
11. Jose recalled the time when he took a subway in New York.
12. Each step creaked as she went downstairs.
13. Mr. Jones shouted for help when he saw the cars crash.
14. Meg threw her trash on the ground, and it ended up in the stream.
15. My passport got stamped when I crossed into Mexico.
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
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</tbody>
</table>
LESSON 13
MULTISYLLABIC WORD READING

Lesson 13 Word Cards

**Guided Practice: Activity 1**
Syllable Cards

**Guided Practice: Activity 2**
Syllable Squares Worksheet
Syllable Squares Template
Syllable Squares Tokens

**Guided Practice: Activity 3**
Syllable Football Game Board
Syllable Football Token

**Guided Practice: Activity 4**
Spinner Instructions for Syllable Type Word Spelling
Syllable Type Word Spelling Worksheet

**Independent Practice: Activity 3**
Beginning With... Tokens
Atlantic

consist

decay

activate

bronco

debate
demonstrate
equipment
estimate
demand
disrupt
escape
factory
include
legal
expand
habitat
invade
multiply
obtain
prevent
locate
navigate
prepare
<table>
<thead>
<tr>
<th>profile</th>
<th>profit</th>
</tr>
</thead>
<tbody>
<tr>
<td>prohibit</td>
<td>provide</td>
</tr>
<tr>
<td>regulate</td>
<td>retreat</td>
</tr>
</tbody>
</table>
valley
transit
solo
tornado
unite
stampede
SYLLABLE CARDS

To make the cards on the following pages, cut on the dashed lines.

cut
Conflict

Basin

Declare
| decade | emprise | demand |
| Fold | Import | Habit |
export
transport
reform
ex
trans
re
migrate
or
rotate

mi
or
ro
tate
<p>| vibrate | expand | volume |</p>
<table>
<thead>
<tr>
<th>explore</th>
<th>expect</th>
<th>unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ex</td>
<td>ex</td>
<td>u</td>
</tr>
</tbody>
</table>
metric
unite
limbo
<table>
<thead>
<tr>
<th></th>
<th>do</th>
<th>no</th>
<th>est</th>
</tr>
</thead>
<tbody>
<tr>
<td>na</td>
<td>ca</td>
<td>ter</td>
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<td>vol</td>
<td>in</td>
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<td>y</td>
<td>it</td>
<td>gray</td>
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<tr>
<td>re</td>
<td>main</td>
<td>der</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
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</tr>
<tr>
<td>1</td>
<td>pretend</td>
<td>decay</td>
<td>punish</td>
</tr>
<tr>
<td>2</td>
<td>stride</td>
<td>loudly</td>
<td>missed</td>
</tr>
<tr>
<td>3</td>
<td>stampede</td>
<td>object</td>
<td>lumber</td>
</tr>
<tr>
<td>4</td>
<td>relocate</td>
<td>withdraw</td>
<td>orbit</td>
</tr>
<tr>
<td>5</td>
<td>entertain</td>
<td>follow</td>
<td>event</td>
</tr>
<tr>
<td>6</td>
<td>profit</td>
<td>grant</td>
<td>messy</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>---</td>
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</tbody>
</table>
SYLLABLE SQUARES TOKENS

To make these tokens for Syllable Squares, cut on the dashed lines. Draw the tokens from a bag to play the game.
SYLLABLE FOOTBALL TOKEN
SPINNER INSTRUCTIONS
SYLLABLE TYPE WORD SPELLING

MATERIALS

• Paper plate
• Brass brad
• Material for spinner pointer (e.g., coffee can lid, plastic drinking straw)
• Two spacers (e.g., washers, grommets, or eyelets from a hardware store)
• Scissors

PREPARATION

• Divide and label the paper plate with each of the syllable types (e.g., letter combinations, VCe).
• Cut an arrow out of the material for the pointer.
• With scissors, make a small hole in the center of the paper plate.
• Punch a small hole in the arrow.

ASSEMBLY

• Place a washer over the hole in the paper plate.
• Place the pointer over the washer.
• Place another washer over the pointer.
• Line up the holes in the paper plate, washers, and pointers.
• Secure everything with the brass brad, pushing it through the spinner from top to bottom.
• Open the brad tabs on the underside of the paper plate to hold assembly in place.
• Check whether the pointer spins freely and adjust as necessary.
**BEGINNING WITH... TOKENS**

Cut along the dashed lines. Draw the tokens from a bag to play the game.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>H</td>
<td>I</td>
<td>J</td>
<td>K</td>
<td>L</td>
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<td>P</td>
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<td>V</td>
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<td>X</td>
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<tr>
<td>Y</td>
<td>Z</td>
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</tr>
</tbody>
</table>
LESSON 14  
CONSONANT-LE SYLLABLES

Lesson 14 Word Cards

**Guided Practice: Activity 2**
Triangle Word Cards
Triangle Word Cards Template
Triangle Word Board

**Guided Practice: Activity 3**
Football Fumble Worksheet

**Guided Practice: Activity 4**
Spelling Puzzle Template

**Independent Practice: Activity 1**
Phrase Reading Worksheet

**Independent Practice: Activity 2**
Expanding Triangle Worksheet
battle
buckle
angle
bottle
bottle
bugle

Cable

Cable
idle
little
middle
hurdle
jungle
maple
puzzle

rifle

sample

needle

resemble

saddle
<table>
<thead>
<tr>
<th>settle</th>
<th>stable</th>
<th>temple</th>
</tr>
</thead>
<tbody>
<tr>
<td>sensible</td>
<td>single</td>
<td>struggle</td>
</tr>
</tbody>
</table>
TRIANGLE WORD CARDS

To make these cards, cut along the dashed lines.

summer
paddle
unable
indeed
whistle
hungry
struggle
confess
maple
cable
bundle
sample
humble
steam
decline
tackle
problem
TRIANGLE WORD CARDS
TEMPLATE

To make these cards, cut along the dashed lines and fill in your own words.
FOOTBALL FUMBLE

1. _______
2. _______
3. _______
4. _______
5. _______

OTHER

1. _______
2. _______
3. _______
4. _______
5. _______

1. _______
2. _______
3. _______
4. _______
5. _______

1. _______
2. _______
3. _______
4. _______
5. _______
PHRASE READING

1. able to drive
2. over the puddle
3. purple and navy blue
4. glow of the candle
5. the crust on apple pie
6. lock and handle
7. on top of the table
8. left ankle twisted
9. sticks in a bundle
10. tackle the player
11. green turtle swims
12. whistle a happy tune
13. belt with a buckle
14. puddle after the rain
15. just a single sock
16. a sample to try
17. stream with pebbles
18. steeple on the church
19. stop in the middle
20. the eagle has landed
21. grab the silver handle
22. staple the paper
23. title of the book
24. needle in a haystack
EXPANDING TRIANGLES
LESSON 15
SOFT G AND SOFT C

Lesson 15 Word Cards

Guided Practice: Activity 3
Soft Sounds Wheels Worksheet
charge

agency

cancel

advice

accident

cell
cycle

concentrate

city

citizen

civil

concept
legislate  longitude
merge  place
race  recent
SOFT SOUNDS WHEELS

soft c wheel

soft g wheel

ci   cy   ce

gi   gy   ge
LESSON 16

ADDING VOWEL SUFFIXES TO CVC AND SILENT E BASE WORDS

Lesson 16 Word Cards

**Guided Practice: Activity 2**
Which Word? Worksheet

**Guided Practice: Activity 3**
Spinner Instructions for Spinner Suffixes

**Guided Practice: Activity 4**
Suffix Math Worksheet

**Independent Practice: Activity 1**
Cloze Sentences Worksheet
<table>
<thead>
<tr>
<th>arriving</th>
<th>blamed</th>
<th>buggy</th>
</tr>
</thead>
<tbody>
<tr>
<td>admitted</td>
<td>beginner</td>
<td>bravest</td>
</tr>
<tr>
<td>committed</td>
<td>debated</td>
<td>equipped</td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>completed</td>
<td>declared</td>
<td>escaped</td>
</tr>
</tbody>
</table>
forbidden
grazed
ignored
expelled
forgotten
hottest
<table>
<thead>
<tr>
<th>mistaken</th>
<th>placed</th>
<th>provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>largest</td>
<td>permitting</td>
<td>propeller</td>
</tr>
</tbody>
</table>
struggled

transferring

tripped

shutting

traded

transmitted
WHICH WORD? PAGE 1

1. dinner
diner

2. smokky
smoky

3. cutter
cuter

4. brokken
broken

5. skatter
skater

6. filled
filed

7. shaddy
shady

8. bitter
biter

9. tinny
tiny

10. wavving
waving
11. hopping, hoping
12. winner, winer
13. cuttest, cutest
14. bonny, bony
15. spinning, spining
16. tapping, taping
17. bakkled, baked
18. raccing, racing
19. chopped, choped
20. saddest, sadest
SPINNER INSTRUCTIONS

SPINNER SUFFIXES

MATERIALS

• Paper plate
• Brass brad
• Material for spinner pointer (e.g., coffee can lid, plastic drinking straw)
• Two spacers (e.g., washers, grommets, or eyelets from a hardware store)
• Scissors

PREPARATION

• Divide and label the paper plate into eight sections—five or six with vowel suffixes and two or three with consonant suffixes.
• Cut an arrow out of the material for the pointer.
• With scissors, make a small hole in the center of the paper plate.
• Punch a small hole in the arrow.

ASSEMBLY

• Place a washer over the hole in the paper plate.
• Place the pointer over the washer.
• Place another washer over the pointer.
• Line up the holes in the paper plate, washers, and pointers.
• Secure everything with the brass brad, pushing the brad through the spinner from top to bottom.
• Open the brad tabs on the underside of the paper plate to hold the assembly in place.
• Check to see that the pointer spins freely and adjust as necessary.
## SUFFIX MATH

<table>
<thead>
<tr>
<th>Base Word</th>
<th>+</th>
<th>Suffix</th>
<th>=</th>
<th>Whole Word</th>
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</thead>
<tbody>
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<td>1</td>
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<tr>
<td>13</td>
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<tr>
<td>14</td>
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</tr>
</tbody>
</table>
CLOZE SENTENCES

Select the word with the correct spelling and write it on the line.

1. Some students __________ (included included) a map with their Civil War history project.

2. Hector and Joseph made a poster __________ (comparring comparing) farm crops in the North and South.

3. Many __________ (votters voters) in the South were unhappy that Abraham Lincoln was elected president.

4. The attack on Fort Sumter in 1861 was the __________ (begining beginning) of the Civil War.

5. Leaders in the North __________ (planned planed) to block seaports in the South.

6. The South had a hard time __________ (getting geting) food, guns, and cash.

7. Food and equipment in the North were __________ (transportted transported) more quickly because of railroads.

8. When the Civil War ended in 1865, many people __________ (celebrated celebratted) in the streets.

9. After the war came the difficult job of __________ (unitting uniting) the North and South.

10. Just a few days after the war ended, President Lincoln was shot as he was __________ (siting sitting) and watching a play.
LESSON 17  
ADDING SUFFIXES THAT CHANGE BASE WORDS’ FINAL Y TO I

Lesson 17 Word Cards

Guided Practice: Activity 1
Independent Practice: Activity 1
Flip Cards

Guided Practice: Activity 3
Suffix Math Worksheet

Independent Practice: Activity 1
Word Web Templates
dirtier
earlier
emptied
countries
dressier
easily
<table>
<thead>
<tr>
<th>greediness</th>
<th>happiness</th>
<th>icier</th>
</tr>
</thead>
<tbody>
<tr>
<td>families</td>
<td>happily</td>
<td>hurried</td>
</tr>
</tbody>
</table>
ladies
luckiest
magnified
married
merciful
nastier
<table>
<thead>
<tr>
<th>nosiness</th>
<th>penniless</th>
<th>rallies</th>
</tr>
</thead>
<tbody>
<tr>
<td>noisier</td>
<td>pennies</td>
<td>pitiful</td>
</tr>
<tr>
<td>replied</td>
<td>sunnier</td>
<td>treaties</td>
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<tr>
<td>------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>reliable</td>
<td>stormiest</td>
<td>supplies</td>
</tr>
</tbody>
</table>
FLIP CARDS

To make the cards on the following pages, cut along the dashed line and fold on the dotted line. Tape or paste the folded sides together if desired.
cities

factory + s = factories
try + ed = 

tried

hurry + ed =

hurried

tried

hurried
replies

= + s =

replies

= + s =

replies

= + s =

replies

= + s =

carried

= + ed =

carried
supplies = supply + s

stays = stay + s
spy + ed = spied
multiply + ed = multiplied
displayed = display + ed

classifies = classify + s
emptiness = empty + ness

angrily = angry + ly
easy + er = easier

valley + s = valleys

valleys

valleys
noisiest

= 

noisiest

dirty

der = 

dirtier

noisy + est

= 

noisier

= 

dirtier
merciful

hungry

merciful

hungry + er = hungrier
carrying = carry + ing

industries = industry + s
cowboy + s = cowboys
rainy + er = rainier
rainier
\[ \text{decays} = \text{decay} + s \]

\[ \text{properties} = \text{property} + s \]
lucky + ly = luckily
jolly + er = jollier
# SUFFIX MATH

<table>
<thead>
<tr>
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<th>Whole Word</th>
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